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ABSTRACT

The Task Force on School Health and Teacher Education presents a report on the accomplishments of the objectives for which it was formed: (1) to develop a position statement on School Health and Teacher Education; (2) to identify states that incorporate health/health education as a requirement in their programs for the preparation of teachers; (3) to determine the extent of the offerings in health education as an integral part of the programs in teacher education throughout the country; (4) to increase awareness of curriculum models and resources in health education in institutions; and (5) to develop and conduct training sessions and institutes to assist institutions with offerings in health education through presentations at national meetings. (JD)

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and
HEALTH EDUCATION

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PRESENTED BY THE
AACTE TASK FORCE
AT THE

NATIONAL CONFERENCE
AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

Denver Colorado - February 27 - March 2, 1985

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Without the direction, encouragement, and support of the AACTE Board, the Administration and Staff of the American Association of Colleges for Teacher Education, it would not have been possible for the Task Force on School Health and Teacher Education to complete the project.

I am indebted to members of the Task Force on School Health and Health Education for the patience, faith, hard work and interest shown throughout the Project. The project was a "search for definitive answers" to questions in regard to the "nature and operation" of curricular thrust in health education in programs designed by schools for the preparation of teachers.

Initially, the Task Force on School Health and Teacher Education was chaired by Dr. Sylvia Tucker, Dean of the School of Education, Oregon University, Corvallis, California. Gratitude is in order for all who supported the project and worked to complete it. Special thanks go to Dr. Mable Robinson, Assistant Dean, School of Education, University of Alabama in Birmingham and her Graduate assistant, Sharon Bounds for interpreting and compiling the data, and to Dr. William Theunissen, Dean, School of Education, Central Michigan University, Mount Pleasant

for drafting data - gathering instruments. Dr. William Engbreston is responsible for the idea and inspiration leading to the inception of the Task Force.

It is hoped that the information presented in the monograph will be useful in futhering or strengthening institutions curricular thrusts in School Health for the preparation of teachers at all grade levels. --- "A Nation's Strength Resides in a Healthy Citizenry --- Teachers are the fundamental guardians of the destiny of our Nation."

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Health Education,

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PURPOSE OF THE STUDY

The Task Force on School Health and Teacher Education was appointed in 1983 for the purpose of responding to approaches made by the National Center for Health Education (based in San Francisco).

The concern of the center was that of influencing educational decision-makers to give greater attention to school health and health education in the preparation of teachers. Recognition of the need to give more attention to curricular thrusts in health in programs for the preparation of teachers was the reason for the AACTE Board to establish a Task Force on School Health and Teacher Education.

The objectives of the Task Force were to:

- (1) develop a position statement on School Health and Teacher Education;
- (2) identify states that incorporate health/health education as a requirement in their programs for the preparation of teachers;
- (3) determine the extent of the offerings in health education as an integral part of programs in teacher education throughout the country;
- (4) increase awareness of curriculum models and resources in health education in institutions; and
- (5) develop and conduct training sessions and institutes to assist institutions with offerings in health education through presentations at national meetings.

HEALTH EDUCATION, the term refers to both a discipline or field of study and a profession or field of work. As a profession, health education focuses on better communication about health matters and ways of "motivating people to life-styles that result in better total functioning." As a discipline, books on health are written to serve as a resource for educators working with teacher education programs. Health books are used for the preparation of teachers and others with concern for health of adults and children.¹

In considering School Health and Teacher Education, the belief is that Health Education and Teacher Education Programs embrace both the concept of Health Education as a profession and as a discipline. In Health Education, teachers learn the basic content, meaning, principles, resources and the techniques/strategies needed to guide children and youth in understanding the value of health and the need to practice health habits that foster good health.

Generally, programs in health education have as an essential part of the curriculum clarification of the meaning of the term health. An accepted explanation of Health Education given by Wood states that health education is "the sum of experiences which favorably influence habits, attitudes, and knowledge relating to individual, community and racial health."² It is understood that the term health has a number of meanings depending on cultural or intercultural points of view. However since 1948, there has been somewhat of a consistent view of the meaning of

¹Russell, Robert D., Health Education, Joint Committee on Health Problems, EA, and AMA, Washington, D. C. 1975, p. 9.

²Frerm Cysus Mayshark, et. al., Health Education in Secondary Schools, - Integrating the Critical Incident Technique, C. V. Mosby Company, St. Louis, 1972, p. 18.

health which was formulated by the World Health Organization: "Health is a state of complete physical, mental and social well-being and not merely the absence of disease and infirmity."³

After examining points of view on Health Education and Health, the Task Force recommended that the American Association of Colleges for Teacher Education accept the three points below as its posture on School Health and Teacher Education:

- (1) That comprehensive health education is a basic part of the education of all children and youth in the nation's schools; therefore, health education should be included in the training of all teachers;
- (2) That comprehensive school health should include health instruction, health environment and health services;
- (3) That all pre-service teachers should be trained in basic health education which focuses upon the components of comprehensive school health education and the methods, materials, and techniques specific to the total health education curricula.

Comprehensive school health education curricula generally include, but are not limited to, such components as: personal health, mental and emotional health, family life education, prevention and control of diseases, nutrition, substance use and abuse, accident prevention and safety, community health, consumer health, and environmental health.

REQUIREMENT OF HEALTH IN TEACHER EDUCATION

Data from a survey of States given in Chart A which follows, indicate that many states require course work in health education for students preparing to teach. The listing which follows gives the States, the Major in which Health Education Courses are taken, the Level, and indicates whether or not the course is required.

Of the fifty states listed embracing the District of Columbia, and Puerto Rico, 20 or thirty-six percent (36) require courses in health education. It is noted that requirements in health and/or health education are found more frequently in programs in early childhood and elementary education.

³OPCIT, p. 18.

CHART A

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States That Require Health Education
for the Preparation of Teachers

STATE	REQUIRED	NOT REQUIRED	LEVEL
Alabama	X	X	Elem, EC, Elem-Sec
Alaska		X	-
Arizona		X	-
Arkansas	X		-
California	X		Yes
Colorado		X	-
Connecticut		X	-
Delaware		X	-
District of Columbia		X	-
Florida		X	Begin in 2 years
Georgia		X	-
Hawaii		X	-
Idaho		X	-
Illinois	X		Phy. Ed. or Health
Indiana	X (Some)	X (Some)	K, K-3 (Sci. major) Not 1-6; 7-8
Iowa		X	-
Kansas		X	-
Kentucky	X		Yes
Louisiana	X	X	/Elm/Sec
Maine		X	-
Maryland	X (Some)		EC and Elem
Massachusetts			No
Michigan		X	-
Minnesota	X		Yes
Mississippi	X		Yes
Missouri	X (Elem only)		Elem only
Montana	X		Yes

STATE	REQUIRED	NOT REQUIRED	LEVEL
Nebraska		X	No
Nevada		X	No
New Hampshire			
New Jersey	X		Yes
New Mexico		X	Alternatives
New York		X	Ed/Drug and Alcohol only
North Carolina		X	No
North Dakota		X	No
Ohio		X	No
Oklahoma	X		Yes
Oregon	X		Elem only
Pennsylvania		X	No
Puerto Rico	X (Elem only)		Elem only
Rhode Island			
South Carolina	X		Yes
South Dakota		X	No
Tennessee	X (Some)		Elem only
Texas		X	No
Utah		X	Strongly recommended
Vermont		X	No/Send Requirements
Virginia	X		Yes
Washington		X	No
West Virginia	X		Yes
Wisconsin		X	No/In process of revision
Wyoming		X	No

Chart B which follows shows the extent to which courses and other experiences in health are offered, indicates whether experiences are unique to programs for the preparation of teachers and lists the number of curricular models available by states.

Information summarized indicates that within institutions in the same state, the requirement in health was not unique for teaching or non-teaching programs; however, health is required more frequently in programs for the preparation of teachers.

CHART B

TABLE SHOWING THE NUMBER OF INSTITUTIONS THAT RESPONDED BY STATES:
REQUIREMENTS IN HEALTH AND HOW THE REQUIREMENTS ARE SATISFIED

STATE	INSTITUTION RESPONSE	SYLLABI* RECEIVED		REQUIREMENTS UNIQUE TO T. ED.		ONE COURSE	MORE THAN 1 COURSE	FIELD EXP.	OTHER	EXPLANATION
		Yes	No	Yes	No	A	B	C	D	
ALABAMA	16	14	2	14	2	14	2	---	---	---
ARKANSAS	9	6	3	9	0	9	---	---	---	---
CALIFORNIA	35	19	16	31	4	32	1	---	2	- 2 hr. courses/field experiences
ILLINOIS	28	6	22	18	8	13	10	---	5	- part of a course in methods of science/math/health - 3 hr. course or its equivalent - 2 hr. course or proficiency exp. - 1 credit course/part in field exp.
INDIANA	14	5	9	8	5	8	3	---	3	- only for health/PE majors - course in health not required in Indiana

* For sample copies of SYLLABI contact _____ (Need to indicate where)

STATE	INSTITUTION RESPONSE	SYLLABI RECEIVED		REQUIREMENTS UNIQUE TO T. ED.		ONE COURSE	MORE THAN 1 COURSE	FIELD EXP.	OTHER	EXPLANATION
		Yes	No	Yes	No	A	B	C	D	
KENTUCKY	13	6	7	8	5	11	2	---	---	---
MARYLAND	9	2	7	2	6	4	1	---	4	- part of PE requirement - visiting specialist for one class session - no specific course requirement
MINNESOTA	13	7	6	10	3	7	3	---	3	- 2 hrs. gen. ed. 4-5 hrs. T. Ed. - 3 qtr. hrs. health ed. and drugs, etc. - 3 qtr. hrs./part in field experiences
MISSOURI	16	9	7	13	2	14	1	---	1	- no response
MONTANA	6	3	3	4	2	5	---	---	1	- 2 qtr. hr. courses as electives
NEW HAMPSHIRE	5	1	4	3	1	1	1	1	3	- 3 hr. course/field exp. and other - aspects of PE
NEW JERSEY	10	0	10	8	2	2	2	1	5	- 3 hr. course or test/ military exp. - through course in Biology - 4 hr. course/veteran's exemption/college health test - 3 sem. hrs. Elem. Ed./ field exp./seminar Sec. Ed.

STATE	INSTITUTION RESPONSE	SYLLABI RECEIVED		REQUIREMENTS UNIQUE TO T. ED.		ONE COURSE	MORE THAN 1 COURSE	FIELD EXP.	OTHER	EXPLANATION
		Yes	No	Yes	No	A	B	C	D	
NEW JERSEY (Continued)										- 3 hr. course and and exam in psychology and hygiene
OHIO	1	1	0	0	1	1	---	---	---	---
OKLAHOMA	10	3	7	0	10	2	6	---	2	- required only for Elem. Ed.
OREGON	8	5	3	6	2	4	---	---	4	- more than 1 course (5 qtr. hrs) and field experience - 3 qtr. hrs./must get 1st aid care - 3 hr. course, required for Elem. Ed.
SOUTH CAROLINA	9	7	2	9	0	8	1	---	---	
TENNESSEE	12	6	6	11	1	7	1	---	4	- 3 hr. course Sec Ed/ more than 1 course Elem. (4 hrs.) - 2 hrs. course (Sec.)/ more than 1 Elem. course (5 hrs.) - more than 1 course/ field experience
VIRGINIA	14	7	7	10	4	12	1	---	1	- more than 1 course/ field experience
WEST VIRGINIA	4	2	2	1	2	1	1	3	---	

The states listed above in chart B have been grouped, in Chart C, which follows, according to the four geographical regions recognized by the National Assessment of Educational Progress and the National Education Association. In this chart 67 percent require health experiences unique to programs in/ teaching.

Chart D outlines the states in the four geographical regions that gave information on thrusts in health in their programs for the preparation of teachers.

In Chart E is the information presented in Chart B in a simplified form. The data indicate how the requirement in health is met in various states. Chart F outlines how the requirement in health is satisfied in colleges and universities in the states. Note that the data presented in Chart F is broken down according to institutions within respective states.

CHART C
GROUPING OF THE RESPONSES
OF STATES by GEOGRAPHIC REGIONS

REGION	INSTITUTION RESPONSE		SYLLABI RECEIVED		REQUIREMENTS UNIQUE TO T. ED.		ONE COURSE	MORE THAN 1 COURSE	FIELD EXP.	OTHER
			Yes	No	Yes	No	A	B	C	D
NORTHEAST	24	10	3	21	3	20	7	4	1	12
SOUTHEAST	77	33	48	29	62	14	62	10	---	5
MIDDLE	72	31	28	44	49	22	43	17	---	12
WEST	59	25	30	29	41	18	43	7	---	9
TOTAL	232	99	109	123	155	74	155	38	1	38
PERCENT			47	53	67	32	67	16	---	16

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REGION	INSTITUTION RESPONSE		SYLLABI RECEIVED		REQUIREMENTS UNIQUE TO T. ED.		ONE COURSE	MORE THAN 1 COURSE	FIELD EXP.	OTHER
			Yes	No	Yes	No	A	B	C	D
NORTHEAST	24	10	3	21	3	20	7	4	1	12
SOUTHEAST	77	33	48	29	62	14	62	10	---	5
MIDDLE	72	31	28	44	49	22	43	17	---	12
WEST	59	25	30	29	41	18	43	7	---	9
TOTAL	232	99	109	123	155	74	155	38	1	38
PERCENT			47	53	67	32	67	16	---	16

CHART D
GROUPING of the RESPONDING STATES
ACCORDING to GEOGRAPHIC REGIONS *

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NORTHWEST

Connecticut
Deleware
District of Columbia
Maine
*Maryland
Massachusetts
*New Hampshire
*New Jersey
New York
Pennaylvania
Rhode Island
Vermont

SOUTHEAST

*Alabama
*Arkansas
Florida
Georgia
*Kentucky
Louisiana
Mississippi
North Carolina
*South Carolina
*Tennessee
*Virginia
*West Virginia

MIDDLE

*Illinois
*Indiana
Iowa
Kansas
Michigan
*Minnesota
*Missouri
Nebraska
North Dakota
*Ohio
South Dakota
Wisconsin

WEST

Alaska
Arizona
*California
Colorado
Hawaii
Idaho
*Montana
Nevada
New Mexico
*Oklahoma
*Oregon
Texas
Washington
Wyoming

*Indicates that the state is participating in the National Health Task Force.

CHART E
SUMMARY SHOWING HOW THE REQUIREMENT
IN HEALTH IS MET BY STATES

STATE	Through A Course	Through More Than One Course	Part Through A Practical Field-Experience	Other
	A	B	C	D
ALABAMA	14	2	---	---
ARKANSAS	9	---	---	---
CALIFORNIA	32	1	---	2
ILLINOIS	13	10	---	5
INDIANA	8	3	---	3
KENTUCKY	11	2	---	---
MARYLAND	4	1	---	4
MINNESOTA	7	3	---	3
MISSOURI	14	1	---	1
MONTANA	5	---	---	1
NEW HAMPSHIRE	1	1	---	3
NEW JERSEY	2	2	1	5
OHIO	1	---	---	---
OKLAHOMA	2	6	---	2
OREGON	4	---	---	4
SOUTH CAROLINA	8	1	---	---
TENNESSEE	7	1	---	4
VIRGINIA	12	1	---	1
WEST VIRGINIA	1	3	---	---
TOTAL	155	38	1	38
Percent	67%	16%	---	16

As noted in Chart C more than sixty percent of the institutions that prepare students for teaching require a course (some two course) in health. Data in Chart C is verified in data above.

CHART F

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OUTLINE OF INSTITUTIONS, BY STATES
INDICATING HEALTH REQUIREMENTS:
SHOWING CATEGORIES

Categories: A = One Course; B = More Than One Course; C = Some Type Of
Field-Experience; D = Other

<u>ALABAMA:</u>	<u>HOURS</u>	<u>CATEGORY</u>
Alabama A & M University	2 hr course	A
Alabama State University	3 hr course	A
Auburn University (Auburn)	2 hr course (qtr)	A
Auburn University (Montgomery)	3 hr course (5 qtr hrs)	A
Birmingham Southern	4 sem hrs	B
Huntington	1-3 hr course	A
Jacksonville State University	3 hr course	A
Judson College	4 hrs	B
Livingston University	2 qtr hr course	A
Samford University	1 hr course (PE course)	A
Troy State University	1 hr course	A
University of Alabama	2 hr course	A
University of Alabama/B'ham	3 hr course	A
University of Montevallo	1 hr course	A
University of South Alabama	3 hr course (3 qtr hrs)	A
<u>ARKANSAS:</u>		
Arkansas Tech University	3 hr course	A
College of the Ozarks	3 hr course	A
Harding University	3 hr course	A
John Brown University	2 hr course	A
Univ. of Arkansas (Monticello)	3 hr course	A
University of Central Arkansas	2 hr course	A
Univ. of Arkansas (Pine Bluff)	3 hr course	A
Univ. of Arkansas (Little Rock)	3 hr course	A
Univ. of Arkansas (Fayetteville)	3 hr course	A
<u>CALIFORNIA:</u>		
California Baptist College	3 hr course	A
California Lutheran College	1 hr course	A
California State College (Turlock)	2 hr course	A
California State College (Bakersville)	2 hr course	A
Calif. State Univ. (Hayward)	2 qtr hrs	A
Calif. State Univ. (Northridge)	3 hr course	A
Calif. State Univ. (Fresno)	2 or 3 hr course	A
Calif. State Univ. (Chico)	1 or 3 hr course	A
Calif. State Univ. (Sacramento)	3 hr course	A
Calif. State Univ. (Los Angeles)	4 qtr hr course	A
Chapman College	3 hr course	A

Coll. of Cntr. for Early Ed. (LA)	1 hr course	A
Dominican College	1 hr course	A
Fresno Pacific College	3 hr course	A
Loyola Marymount Univ.	1-3 hr course	A
Pepperdine University	2-4 unit course	A
Point Loma College	4 or 2 qtr course	A
Saint Mary's College of Ca.	1 hr (elem) 2 hr (sec)	A
San Jose State Univ.	2 hr course	A
Stanford Univ.	3 hr course	A
Univ. of Calif. (Santa Barbara)	3 hr course	A
Univ. of Calif. (San Diego)	2 hr course	A
Univ. of Calif. (Davis)	2 hr course & field-trip	D
Univ. of San Diego	2 hr course	A
Univ. of Santa Clara	1 hr course	A
Univ. of Southern CA (L.A.)	3 hr course	A
Univ. of the Pacific	2 unit ext, of 4 unit sem	A
Univ. of California (Irvine)	4 qtr hrs	A
Univ. of California (Santa Cruz)	3 hr course	A
Westmont College	2 hr course	D
Whittier College		D

ILLINOIS:

Augustana	Through part of a course in methods of Sci, Math, & Health	D
North Surburban	5 1/3 sem hr course	A
De Lourdes	3 hrs of credit	B
Eureka College	3 sem hrs	B
Governors State Univ.	3 hr course	A
Illinois State Univ.	3 hrs of health & PE	A
Lewis Univ.	3 hr course	A
Millikin Univ.	1 hr course	A
Monmouth College	3 sem hrs	B
Mundelein College	1.5 hr course	A
National College of Education	1 cr hr course, & part of field experience	D
Olivet Nazarene College	4 hrs total	B
Roosevelt Univ.	3 hrs	A
Saint Xavier College	3 hrs	B
Southern Illinois University	3 hrs	A
Univ. of Illinois (Chicago)	3 hrs & second elective	B
Vandercook College of Music	3 hrs	A

INDIANA:

Anderson College	3 hr course	A
*Ball State Univ. (Muncie)?	4 qtr hr	A
Goshen College	3-9 sem hrs	A
Grace College	hr course	A
Indiana Univ. - Perdue Univ.	Choice of courses	D

*The response was recorded as a yes/no on the computer printout

Indiana Univ. Southeast	5 sem hrs	B
Perdue Univ./Calumet	5 sem hrs (elem)	B
Saint Mary's College	3 hr course	A
Taylor Univ.	3 hr course	A

MARYLAND:

Central Missouri State Univ.	3 hr course (elem)	A
Western Maryland College	3 hr course (part of)	A

MINNESOTA:

Benidji State University	4 qtr hrs	A
College of St. Catherine	1 hr course	A
College of St. Thomas	3 hr course	A
College of St. Teresa	3 qtr hrs & other	D
Concordia College (Moorhead)	20 hrs of activities	B
Concordia College (St. Paul)	3 qtr hrs & field-experience	D
Mankato State University	2 hr course	A
Northwestern College (Roseville)	4 qtr hrs	A
St. Cloud State University	3 qtr hrs	B
Winona State University	3 qtr hrs	A

MISSOURI:

Avila College	2 hr course	A
Central Methodist College	2 hr course	A
Columbia College	3 hr course	A
Evangel College	2 hr course	A
Fontbonne College	2 or 3 hr course	A
Maryville College	hr course	A
Missouri Southern State College	3 hr course	A
Rockhurst College	2 hr course	A
Saint Louis University	2 hr course	A
Southeast Missouri State	2 hr course	A
University of Missouri	2 hr course	A
Webster University	2 or 3 hr course	A
William Woods College	2 hr course	A

MONTANA:

College of Great Falls	2 hr course	A
Montana State Univ.	3 qtr hrs	A
Northern Montana College	2 qtr hrs, selected electives	D
University of Montana (Missoula)	2 hr course	A

NEW HAMPSHIRE:

New England College	1 hr course	A
Plymouth State College	8 sem hrs	B
River College	3 hr course, field-experience, other = aspect of PE	D
Univ. of New Hampshire	Not aware of the requirement	D

NEW JERSEY:

*Unidentified	11 sem hrs	B
College of Saint Elizabeth	2 hr course or elective	A
Rider College	3 sem hr (elem) & field experience (sec)	D
Rutgers (Camden)	course in biology	B
Ruthers (New Brunswick)	a variety of courses	D
Stockton State College	4 hr course or veterans' exemption	D
Trenton State College	3 hr course & exam in physiology and hygiene	D
William Paterson College	Through part of a field experience	C

OHIO:

None

OKLAHOMA:

None

OREGON:

Concordia College	2 hr course	A
Eastern Oregon State College	3 hr course	A
George Fox College	5 qtr hrs, field-experience	B
Pacific University	3 hr course (elem)	A
Southern Oregon State College	3 qtr hrs, other = must get 1st aid card	D
Willamette University	3 qtr hrs	A

SOUTH CAROLINA:

*Unidentified	3 hr course	A
Francis Marion College	3 hr course	A
South Carolina State College	2 hr course, more than 1 course six hrs total	B
The Citadel	3 hr course	A
Univ. of South Carolina (Conway)	3 hr course	A
Univ of S. Carolina (Spartenburg)	3 hr course	A
Univ. of S. Carolina (Aiken)	3 hr course	A
Winthrop College	2 or 3 hr course	A

TENNESSEE:

Bryan College	3 hr course	A
Carson-Newman College	3 hr course (sec. ed.), more than one course (elem, 4 hrs)	D
David Lipscomb College	2 hr course	A
East Tennessee State Univ.	3 hr course	A

*No ID on Survey Form

Le Moyne-Owen College	3 hr course	A
Middle Tenn. State Univ. (Murfreesboro)	2 hr course (sec) more than 1 (elem, 5 hrs)	D
Southern College	2 hr course	A
Tuscan College	____ hr course (sec) more than 1 course (elem)	D
Univ. of Tennessee (Knoxville)	6 hrs, (elem); 3 qtr hrs (sec)	B
Univ. of Tennessee (Martin)	3 qtr hrs	A
Vanderbilt University	More than 1 & field-experience	D

VIRGINIA:

Bridgewater College	1 hr course	A
Christopher Newport College	3 hr course	A
College of William & Mary	3 hr course	A
George Mason University	3 hr course	A
Liberty Baptist College	2 hr or 3 hr course (2 = gen ed; 3 = PE ed)	A
Mary Baldwin College	2 hr course	A
Marymount College of Virginia	More than 1 & field-experience	D
Radford University	Through a course	A
Shenandoah College & Conserv.	2 hr course	A
Univ. of Richmond	3 hr course	A
Virginia Commonwealth Univ.	3 hr course	A
Washington & Lee University	1 hr course	A

WEST VIRGINIA:

Glenville State College	3 hr course	A
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SUMMARY

1. The American Association of Colleges for Teacher Education strongly supports the position that health/health education - theory and practices - should be an integral part of the curricular thrust for preparation of teachers.
2. Findings indicate that institutions with programs for the preparation of teachers require experiences in health/health education.
3. Many states (**thirty-six percent**) of those responding require experiences in health education for the preparation of teachers. The majority of the institutions responding to the survey (**sixty-seven percent**) require some type of health course/experience unique for students in teacher preparation programs.
4. Data indicate that sixty-seven percent of the colleges and universities that responded require some type of health course unique to students in their respective teacher preparation programs. Some few supplement course work with field experiences. Further, the responses revealed that sixty-seven percent (**67**) of the total sample of institutions of higher education throughout the country require a single health course varying from $\frac{1}{2}$ to 4 hours of credit in their teacher training curriculum. A number of them require more, a negligible percent of the institutions rely on field experiences alone.
5. It should be noted that the Southeast Region (**Chart D**) gave the greatest number of responses in all categories (**Charts D, E, and F**).
6. Training Sessions designed to assist institutions with offerings in health and health education in programs for the preparation of teachers have been conducted at the National Meetings of AACTE.
7. Curricular models in health and health education in institutions preparing teachers in various states are available upon request. *

* SEE CHART B. For SYLLABI contact _____ (Need to indicate where)